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ABSTRACT

These guidelines are intended to provide personnel administrators with a means of evaluating their current practices and procedures in teacher selection. The guidelines cover recruitment, hiring criteria, employment interviews, and the follow-up to selection. A suggested personnel selection procedure outlines application, file preparation, and the selection process. The authors note that selection processes must also take into account recent governmental rules and regulations relating to employment. (Author)

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AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS

GUIDELINES FOR PROFESSIONAL STAFF SELECTION

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A GUIDE TO JOB RESPONSIBILITIES OF THE SCHOOL PERSONNEL ADMINISTRATOR

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The Executive Committee would like to express appreciation also to Dr. Carroll R. Sawin who served as liaison with the committee during his tenure as representative-at-large on the Executive Committee.

PREFACE

Providing schools with effective teachers is one of the most crucial tasks confronting educators today. It is within this context that the American Association of School Personnel Administrators requested the Missouri Valley School Personnel Administrators to develop a set of staff-selection guidelines for AASPA's membership. These guidelines have been prepared with the hope that personnel administrators will be provided with a means of evaluating their current practices and procedures in a systematic, meaningful manner.

INTRODUCTION

Competent teachers provide the kindling which sparks the growth of children. These mentors constitute the single most important ingredient in a quality school system. The critical nature of the teaching role necessitates a selection process which is designed to facilitate the most appropriate decision in each situation.

Changing teacher behavior is costly in terms of time, effort, and financial resources. It is often a fruitless venture. Choosing competent teachers and providing for their professional growth is a much more appropriate use of administrative time and talent. Teacher selection and development should be a positive venture for school personnel officials. The legal problems associated with dismissal are time-consuming and costly.

Selection processes must also take into account numerous recent governmental rules and regulations which relate to employment and which assure equal employment opportunities for all applicants.

GUIDELINES FOR PROFESSIONAL STAFF SELECTION

The following guidelines for staff selection may be helpful in developing a viable process for the school district:

1. District goals and objectives must be an integral part of the selection process.
2. The school district must provide adequate financial and administrative support to enable the personnel office to fulfill its staff recruitment and selection responsibilities.
3. An attempt should be made to recruit and select staff members from a variety of training institutions and experience backgrounds.
4. Selection procedures must assure equal employment opportunities in relation to age, sex, race, national origin, religion and handicap.
5. Appropriate personnel must be utilized in the interview and selection process. In-service training for interviewers is essential.
6. The personnel office in each school district should maintain an active liaison with institutional placement officers.
7. Applicants should be provided with adequate information about the school system, the community, and the professional opportunities available to them, and with information about specific teaching vacancies, when available.

8. Personnel administrators should be alert to research and development activities which can contribute to an improved process of selecting highly qualified employees.
9. Available local research (census data, enrollment statistics, trends in industry and other related economic issues) should be utilized to determine the future personnel needs of the school district.
10. The base of input in terms of candidate appraisal and selection should be broadened to include those most directly affected by the final decision (principals, team leaders, department heads).
11. Consistent and uniform selection processes should be utilized and communicated to all candidates.
12. As many candidates as possible should be considered and granted personel interviews. Screening, when necessary, should be based upon designated criteria.
13. Above all, the most qualified person available should be chosen for each vacancy. Interview techniques should be designed to focus upon the selection of individuals who exhibit characteristics such as, but not limited to the following:
    a) A sincere concern for the welfare of students.
    b) Motivation toward education as a desirable vocational pursuit and a willingness to strive for personal and professional growth.

c) Preparation, experience and demonstrated competency.

d) Evidence of intellectual capacity for quality performance.

e) High personal values, including integrity, sincerity, and moral conviction.

f) A wholesome personality that generates warmth, cooperation, and a regard for others.

g) The ability to function in a variety of inter-personal situations.

h) Health and stamina to perform in an efficient, effective, and energetic manner.

14. Job offers should not be made to persons under contract with another school district unless a release from the contract is first obtained.

THE EMPLOYMENT INTERVIEW

The employment interview must be centered upon the individual as a unique person and must be an honest sharing of information. Dealing with personal data in a non-threatening manner helps to put the candidate at ease and contributes to a successful revelation of the candidate's talents, career interests, and needs.

The interview format should be job-related and consistent for all candidates and should utilize a self-report technique which allows the candidate to do most of the talking.

Brochures which provide information about the school district and the community are helpful to the candidate and eliminate the need to spend time during the interview dealing with this component of the total selection process.

At the close of the interview, the candidate should be provided with an opportunity to ask questions and should be given information regarding the next steps. Thanking the applicant for his or her interest in the school district is an appropriate way in which to reach closure.

FOLLOW-UP TO SELECTION

The following are suggested ways in which the personnel office may want to continue to be involved following the selection of a new employee:

1. Upon filling a position, it is desirable that all candidates interviewed for a specific position be notified that it has been filled.
2. Referrals to appropriate housing agencies may be a way in which a personnel office can assist a new employee.
3. Providing new employees with curriculum materials gives them an advantage in preparing for the start of the school year.
4. An orientation to the school system is very helpful to the new employee and is, according to research, an important factor in reducing turn-over.
5. The filing of documents (transcripts, certificates, health records) is a necessary follow-up to the selection process.
6. The personnel office should seek continuous feed-back from new employees through small group sessions, on-site visitations, questionnaires, and principal observations during the school year.

PROFESSIONAL PERSONNEL SELECTION PROCESS AND OUTLINE -

A SUGGESTED PROCEDURE

Phase I - Application

1. Request is received for application materials.
2. Letter is sent to applicant followed by, or enclosed with, the application packet.
3. Completed application is received.
4. Receipt of application is acknowledged by card or letter.
5. Applicant file folder is prepared.
6. Cross reference card is prepared.
7. Credentials are requested and received.
8. Reference requests are sent and letters are received.
9. File is reviewed by administration.
10. Further information is requested, if needed.

Phase II - File Preparation

1. Interview is held in personnel office or at college placement office.
2. Persons interviewed at college placement offices who have not made application are encouraged to do so, if they are considered outstanding prospects.
3. Interview appraisal form is completed following the interview and placed in applicant's file folder.
4. Each interview conducted by other interviewers, i.e., principals, supervisors, etc., is reviewed by the personnel administration.

5. Personnel administration reviews each file and places ratings and priorities on interview appraisal forms.
6. Candidate's file is completed and placed in active applicant file.
7. Applicant is sent letter stating the district's degree of interest.

Phase III - Selection

1. Vacancy occurs.
2. Job specifications are noted.
3. Files of best qualified applicants are pulled by the personnel administrator and analyzed.
4. Applicants who are considered finalists are contacted by the personnel office for additional interviews with principals and, where appropriate, with district-wide administrators or supervisors.
5. Administration makes final selection from among applicants interviewed.
6. Personnel office offers contract and, upon acceptance, notifies those who were asked to interview for the vacancy but not selected. (Often the same applicants will be called for other vacancies.)
7. Applicants who are being pressed to sign other contracts are advised of their status upon request by telephone or letter.
8. Applicants offered contracts are placed on the Board of Education agenda for official action.

9. Process is followed for vacancies which occur all year.

10. In the summer and fall of the year, a card is sent to all applicants in the active applicant file to determine their continued interest in the school district.

11. In the fall, each applicant in the active or inactive file is sent a reactivation letter. Those still interested are retained in the active file.

MISSOURI VALLEY SCHOOL PERSONNEL ADMINISTRATORS

Guidelines for Professional Staff Selection

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